State Scope of Work

Presented to the

U.S. Department of Education

Updated: July 17, 2014

CFDA Number: 84.395A

It is in the wake of our modern history, and on the heels of more recent events, that the State of Tennessee submitted — with great pride and hope for our children — its application for federal resources in the U.S. Department of Education's Race to the Top Fund on January 18, 2010. Through its ambitious First to the Top plan, the state will capitalize on its assets:

- a rich pool of data,
- a plan in place for revamped standards and assessments,
- growing STEM industries,
- a wide variety of local and national organizations willing to help,
- an expanded charter school law that can usher in new innovation, and
- the full support of every local education agency, countless state organizations, all seven gubernatorial candidates, and the state teachers union.

Tennessee will create an intensive focus on the power of human capital: recruiting, developing, evaluating, and compensating the best talent Tennessee can find for its schools; equipping them with the tools they need to succeed, such as standards and data; defining expectations and setting the bar high for student, teacher, and principal success; rethinking old and out-of-date practices that keep great teachers and leaders from succeeding; and harnessing the power of external organizations, foundations, and committed partners to help Tennessee achieve its specific goals and targets.

This document captures the state's comprehensive scope of work for implementing this ambitious plan. Pages 3-11 outline the state's goals, projects, associated budgets, and key personnel, while pages 12-33 detail the state's annual targets. Timelines specifying major milestones that will allow each project to meet goals and annual targets are outlined on pages 34-68.

I. Goals, Relevant Projects and Budgets, and Key Personnel

Section A.
State Success Factors

Reform Plan Criteria: (A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans

Goals for this Sub-criterion:

- Coordinate reform areas on a regular basis and serve as a liaison among State agencies, promising regional efforts, and collaborative teams/networks that have been established for implementation support.
- Increase Tennessee Department of Education efficiency.
- Support implementation of state and local reform efforts, and ensure all proposed goals are met and that plans are in place to sustain initiatives beyond the grant period.
- Put into action high-quality research, evaluation, and development activities aimed at informing how best to reform education and educate children, capitalizing on new opportunities.
- Synthesize and promote exchanges of high-quality empirical evidence on state-of-the-art initiatives and recent advances in the four assurances of Race to the Top.
- Stimulate meaningful collaboration among educational researchers, practitioners, and policymakers that encourages these stakeholders to take advantage of the most promising educational reform directions and strategies.

Relevant Projects and Budgets:

- First to the Top (FTTT) Oversight Team ($2,461,599 as of amendment 18)
- Tennessee's Consortium on Research, Evaluation, and Development (TNCRED) ($3,182,003 as of amendment 18)
- Supplemental LEA Scope of Work Fund ($7,326,015 per January 7, 2014 update to amendment 13)
- Tennessee Department of Education Delivery Unit (EDU) ($416,005 per updates referenced in amendment 19)*

*Note: Please see amendment 12, approved by the U.S. Department of Education on January 22, 2013.

Key Personnel:

- Director of First to the Top

Section B.
Standards and Assessments

Reform Plan Criteria: (B)(3) Supporting the transition to enhanced standards and high-quality assessments

Goals for this Sub-criterion:

- Ensure that Tennessee has a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation, and high-quality assessments tied to these standards.
- Ensure that pre-service teachers enrolled in Tennessee's institutions of higher education receive training in Common Core State Standards.

Relevant Projects and Budgets:

- Common Core Standards Professional Development ($40,154,545 as of amendment 20)
- Integrating Common Core Standards into Pre-service ($1,922,279 as of amendment 18)

Key Personnel:

- Assistant Commissioner for Curriculum and Instruction
- Tennessee Higher Education Commission (THEC), RTTT Director

Section C.
Data Systems to Support Instruction

Reform Plan Criteria: (C)(2) Accessing and using State data

Goals for this Sub-criterion:

- Ensure that data from the state's statewide longitudinal data system (including the P20 Data System, Early Warning Data System, and Evaluation Data System) is accessible to, and used to inform and engage, as appropriate, key stakeholders, and to ensure that data is used to improve instruction.
- Enhance the capability to communicate with higher education data systems.
- Implement a data cleansing tool that will correct data in the source applications.

- Integrate data annually into a broader P-20 Longitudinal Data System for greater analysis and linkages.
- Use a teacher identifier system with the ability to match teachers to students more broadly.
- Teachers will differentiate instruction, measure its effects, and use links to information and professional development to help address the needs of students.

Relevant Projects and Budgets:

- State Longitudinal Data System (including the P-20, P-12, and Teacher Dashboards) ($21,116,221 as of amendment 20)
- Integrating Tennessee Value-Added Assessment System (TVAAS) into Pre-service ($1,986,950 as of amendment 18)

Key Personnel:

- Assistant Commissioner for Data and Research
- Chief Information Officer
- Tennessee Higher Education Commission (THEC), RTTT Director

Reform Plan Criteria: (C)(3) Using data to improve instruction

Goals for this Sub-criterion:

- Expand content available for online training.
- Expand access and availability of resources.
- Better integrate the use of value-added and formative assessment data into day-to-day instruction

Relevant Projects and Budgets:

- Integrating Data to Improve Instruction ($24,909,342 as of amendment 18)

Key Personnel:

- Assistant Commissioner for Data and Research
- Assistant Commissioner for Curriculum and Instruction

Section D.
Great Teachers and Leaders

Reform Plan Criteria: (D)(1) Providing high-quality pathways for aspiring teachers and leaders

Goals for this Sub-criterion:

- Partner with the Tennessee Higher Education Commission to expand the UTeach program to recruit math and science majors into teaching and increase the available teachers for these shortage areas.
- Develop and/or expand teacher and principal residency programs to increase and retain the number of well prepared and effective teachers and principals.
- Establish, support, and expand teacher and principal retention initiatives.

Relevant Projects and Budgets:

- UTeach Program Replication ($3,319,377 as of amendment 18)
- Teacher and Principal Residency Program ($6,804,531 as of amendment 20)

Key Personnel:

- Assistant Commissioner for Teachers and Leaders
- Tennessee Higher Education Commission (THEC), RTTT Director

Reform Plan Criteria: (D)(2) Improving teacher and principal effectiveness based on performance

Goals for this Sub-criterion:

- Ensure increasing student achievement is a significant factor in identifying effective teaching, as well as rewarding, retaining, and strategically utilizing our highest-performing educators.
- Support select districts in the adoption of alternative salary schedules to reward teachers and principals for their ability to increase student achievement levels.
- Develop Customized Learning Objects with the support of PBS to provide online PD opportunities for educators.

Relevant Projects and Budgets:

- Innovation Acceleration Fund (IAF) ($10,108,506 as of amendment 18)
- Competitive Supplemental Fund (CSF) ($1,390,767 as of amendment 16)

- Integrating PBS into the Electronic Learning Center ($1,952,402 as of amendment 20)
- Electronic Learning Center (ELC) Expansion ($0)*

*Note: Please see amendment 12, approved by the U.S. Department of Education on January 22, 2013.

Key Personnel:

- Assistant Commissioner for Teachers and Leaders
- Assistant Commissioner for Curriculum and Instruction

Reform Plan Criteria: (D)(3) Ensuring equitable distribution of effective teachers and principals

Goals for this Sub-criterion:

- Ensure the equitable distribution of teachers and principals in high-poverty schools by developing a plan to ensure that students in high poverty schools have equitable access to highly effective teachers and principals and are not served by ineffective teachers and principals at higher rates than other students.
- Ensure that the state has a high-quality plan to improve teacher and principal effectiveness through new evaluation systems that will affect all human capital decisions.
- Ensure increasing student achievement is a significant factor in identifying effective teaching, as well as rewarding, retaining, and strategically utilizing our highest-performing educators.
- Expand the Teach TN program by providing training for an additional 35 teachers for each of the four years of Race to the Top.
- Increase the number and percentage of effective teachers teaching hard-to-staff subjects and specialty areas (mathematics, science, special education and English as a Second Language (ESL)) and to decrease the number and percent of waivers in those four areas.
- Create and administer a Teacher Working Conditions Survey to gauge principal effectiveness in creating conditions for improving student achievement.

Relevant Projects and Budgets:

- Teacher and Principal Evaluation Development ($7,045,298 as of amendment 18)
- Teacher Working Conditions Survey ($940,500 as of amendment 18)
- Teach TN ($353,312 as of amendment 18)
- Distinguished Professionals ($23,947 as of amendment 15)*

*Note: Please see amendment 15, approved by the U.S. Department of Education on November 14, 2013.

Key Personnel:

- Assistant Commissioner for Teachers and Leaders
- Assistant Commissioner for Curriculum and Instruction

Reform Plan Criteria: (D)(4) Improving the effectiveness of teacher and principal preparation programs

Goals for this Sub-criterion:

- Improve the effectiveness of teacher and principal preparation programs.
- Ensure preparation programs are rewarded (i.e., expanded, recertified) for producing *quality* teachers.
- Conduct a school leader supply/demand study to complement the teacher supply/demand study.

Relevant Projects and Budgets:

- Teacher Preparation Program Effectiveness Report Card ($333,649 as of amendment 18)
- School Leader Supply and Demand Study ($3,425 as of amendment 18)

Key Personnel:

- Tennessee Higher Education Commission (THEC), RTTT Director
- Assistant Commissioner for Teachers and Leaders

Reform Plan Criteria: (D)(5) Providing effective support to teachers and principals

Goals for this Sub-criterion:

- Ensure that the state provides, measures, and improves data-driven professional development for teachers and principals that is linked back to student growth and the overall human capital system.
- Extend the availability and quality of professional development in STEM subjects including extensive training for 150 lead STEM teachers statewide**.**

Relevant Projects and Budgets:

- **Overall Leadership ($7,451,964 as of amendment 20)**
  - Leadership – Human Capital ($729,405)
  - Leadership – Program Approval ($2,820,434)
  - TNLEAD ($3,902,125)
- Strengthening Instruction in Tennessee Schools: Focus on Mathematics (SITES-M) ($5,453,900 as of amendment 19)
- Rural Literacy Programs ($1,505,609 as of amendment 17)

- Oak Ridge STEM Training Academy ($1,491,000 as of amendment 19)
- STEM Professional Development ($4,813,154 as of amendment 18)
- Leadership Action Tank ($0)*

*Note: Per an amendment approved by the U.S. Department of Education on November 14, 2013, the Leadership Action Tank project was restructured into Leadership which includes three separate projects: Leadership – Human Capital, Leadership – Program Approval, and TNLEAD.

Key Personnel:

- Tennessee Higher Education Commission (THEC), RTTT Director
- Assistant Commissioner for Teachers and Leaders
- Assistant Commissioner for Curriculum and Instruction
- Tennessee STEM Innovation Network, Director

Section E.
Turning Around the Lowest-Achieving Schools

Reform Plan Criteria: (E)(2) Turning around the lowest-achieving schools

Goals for this Sub-criterion:

- Establish an effective state Achievement School District (ASD) that will turn around the state's Priority Schools, transition them effectively back to their LEAs with sustainable strategies for continued success, and identify best practices to support LEAs in turning around and sustaining the improvements in such schools in the future.
- Establish an effective support model for LEAs, not included in the ASD to turn around and sustain progress of schools in the Reward, Focus, and Priority categories.
- Support communities with persistently failing schools that tend to lack a college-going culture by establishing and expanding a statewide college access network.
- Increase recruitment and expand access to highly effective charter schools and charter management organizations

Relevant Projects and Budgets:

- Achievement School District (ASD) ($31,629,289 as of amendment 19)
- Turnaround Schools (Formerly Focus and Renewal, Reward, Schools) ($32,204,989 as of amendment 19)*
- College Access and Success Network ($3,231,886 as of amendment 18)
- Charter School Fund ($10,736,116 as of amendment 19)

*Note: Per an amendment approved by the U.S. Department of Education on November 14, 2013, the Turnaround Schools budget includes

supports to Reward, Priority, Focus, and Renewal schools.

Key Personnel:

- Assistant Commissioner for Data and Research
- Achievement School District Superintendent
- School Innovation, Director

Competitive Priority.
Emphasis on Science, Technology, Engineering, and Mathematics (STEM)

Reform Plan Criteria: (P)(2) Emphasis on STEM

Goals for this Sub-criterion:

- Partner with Battelle Memorial Institute to form the Tennessee STEM Innovation Network (TSIN) to establish a statewide network of programs and schools to enhance the teaching and learning of science, technology, engineering and math – the STEM disciplines.
- Bring together existing, emerging and new STEM education partners and stakeholders in a learning network intentionally designed to share best practices, enhance critical start-up efforts and boost student achievement.
- Fund up to 6 STEM Platform Schools across the state that bring together K-12, post-secondary, business and community STEM partners to expand opportunities for students to experience enhanced science and math and to bring today's technology and real-world problem solving into the classroom.
- Fund up to 6 STEM Regional Hubs across the state that bring together the K-12, post-secondary, business and community STEM partners to support STEM schools and to connect and amplify a region's STEM assets, programs and partnerships.
- Engage a group of 50 educators in the Innovative Educator Network (IEN) that exposes participants and guides them through the development and implementation of innovative approaches to instruction that leverage technology to personalize the learning experience.
- Engage a Personalized Learning Advisory Council to support the IEN and leverage their experiences to disseminate strategies across the State.
- Engage a state appointed STEM Advisory Council that formally brings together leaders in policy, education and business to help guide the Network's investments and life beyond the grant.
- Develop a strategic plan for STEM education in Tennessee that guides and supports the Network's investments and priorities and

provides a vision for STEM in Tennessee past the life of the grant.

Relevant Projects and Budgets:

- STEM Innovation Network (including Platform Schools and Hubs) ($16,129,026 as of amendment 19)

Key Personnel:

- Tennessee STEM Innovation Network, Director

II.   Annual Targets

Section A.
State Success Factors

Student Achievement Goals[1]

3rd-8th Grade Reading Aggregate Achievement

	2010-11 Actual	2011-12 Target	2012-13 Target	2013-14 Target	2014-15 Target
ALL Students	47.5%	50.6%	53.8%	56.9%	**60.0%**
White	54.9%	57.7%	60.5%	63.4%	**66.2%**
African American	28.2%	32.7%	37.2%	41.7%	**46.2%**
Asian	65.7%	67.8%	70.0%	72.1%	**74.3%**
Native American	44.7%	48.2%	51.6%	55.1%	**58.5%**
Hispanic	35.4%	39.4%	43.5%	47.5%	**51.6%**
Hawaiian Pacific Islander	57.7%	60.3%	63.0%	65.6%	**68.3%**
Economically Disadvantaged	34.8%	38.9%	43.0%	47.0%	**51.1%**
English Learners	15.9%	21.2%	26.4%	31.7%	**36.9%**
Students with disabilities	31.9%	36.2%	40.4%	44.7%	**48.9%**

---

1 Native American subgroup is same as the reporting subgroup as American Indian or Alaska Native. The Hawaiian Pacific Islander subgroup is the same reporting subgroup as Native Hawaiian or Pacific Islander.

3rd-8th Grade Reading Gap Closure Targets

	2010-11 Actual	2011-12 Target	2012-13 Target	2013-14 Target	2014-15 Target
Comparison group of racial/ethnic sub-groups currently performing below the state average vs. All students	17.7%	16.6%	15.5%	14.4%	**13.3%**
Non-ED vs. ED	30.1%	28.2%	26.3%	24.5%	**22.6%**
Non ELL vs. ELL	33.5%	31.4%	29.3%	27.2%	**25.1%**
Non-SWD vs. SWD	17.8%	16.7%	15.6%	14.5%	**13.4%**

3rd-8th Grade Math Aggregate Achievement

	2010-11 Actual	2011-12 Target	2012-13 Target	2013-14 Target	2014-15 Target
ALL Students	41.0%	44.5%	48.0%	51.5%	**55.0%**
White	47.1%	50.4%	53.7%	57.0%	**60.3%**
African American	23.6%	28.4%	33.2%	37.9%	**42.7%**
Asian	67.7%	69.7%	71.7%	73.8%	**75.8%**
Native American	39.9%	43.7%	47.4%	51.2%	**54.9%**
Hispanic	32.8%	37.0%	41.2%	45.4%	**49.6%**
Hawaiian Pacific Islander	49.8%	52.9%	56.1%	59.2%	**62.4%**
Economically Disadvantaged	29.8%	34.2%	38.6%	43.0%	**47.4%**
English Learners	21.4%	26.3%	31.2%	36.1%	**41.1%**
Students with disabilities	28.2%	32.7%	37.2%	41.7%	**46.2%**

3rd-8th Grade Math Gap Closure Targets

	2010-11 Actual	2011-12 Target	2012-13 Target	2013-14 Target	2014-15 Target
Comparison group of racial/ethnic sub-groups currently performing below the state average vs. All students	15.4%	14.4%	13.5%	12.5%	**11.6%**
ED vs. Non-ED	26.3%	24.7%	23.0%	21.4%	**19.7%**
EL vs. Non-EL	20.7%	19.4%	18.1%	16.8%	**15.5%**
SWD vs. Non-SWD	14.6%	13.7%	12.8%	11.9%	**11.0%**

Algebra I Achievement

	2010-11 Actual	2011-12 Target	2012-13 Target	2013-14 Target	2014-15 Target
ALL Students	47.1%	50.1%	53.0%	56.0%	**58.9%**
White	52.9%	55.8%	58.8%	61.7%	**64.7%**
African American	31.0%	35.3%	39.6%	43.9%	**48.3%**
Asian	63.7%	66.0%	68.2%	70.5%	**72.8%**
Native American	45.7%	49.1%	52.5%	55.9%	**59.3%**
Hispanic	42.3%	45.9%	49.5%	53.1%	**56.7%**
Hawaiian Pacific Islander	50.5%	53.6%	56.7%	59.8%	**62.9%**
Economically Disadvantaged	36.4%	40.4%	44.4%	48.3%	**52.3%**
English Learners	23.5%	28.3%	33.1%	37.8%	**42.6%**
Students with disabilities	21.5%	26.4%	31.3%	36.2%	**41.1%**

Algebra I Gap Closure Targets

	2010-11 Actual	2011-12 Target	2012-13 Target	2013-14 Target	2014-15 Target
Comparison group of racial/ethnic sub-groups currently performing below the state average vs. All students	20.0%	18.8%	17.5%	16.3%	**15.0%**
ED vs. Non-ED	24.1%	22.6%	21.1%	19.6%	**18.1%**
EL vs. Non-EL	24.6%	23.1%	21.5%	20.0%	**18.5%**
SWD vs. Non-SWD	29.1%	27.3%	25.5%	23.6%	**21.8%**

English II Achievement

	2010-11 Actual	2011-12 Target	2012-13 Target	2013-14 Target	2014-15 Target
ALL Students	58.0%	60.6%	63.3%	65.9%	**68.5%**
White	66.4%	68.5%	70.6%	72.7%	**74.8%**
African American	35.8%	39.8%	43.8%	47.8%	**51.9%**
Asian	71.8%	73.6%	75.3%	77.1%	**78.9%**
Native American	48.6%	51.8%	55.0%	58.2%	**61.5%**
Hispanic	46.4%	49.8%	53.1%	56.5%	**59.8%**
Hawaiian Pacific Islander	67.1%	69.2%	71.2%	73.3%	**75.3%**
Economically Disadvantaged	42.7%	46.3%	49.9%	53.4%	**57.0%**
English Learners	12.3%	17.8%	23.3%	28.7%	**34.2%**
Students with disabilities	22.5%	27.3%	32.2%	37.0%	**41.9%**

English II Gap Closure Targets

	2010-11 Actual	2011-12 Target	2012-13 Target	2013-14 Target	2014-15 Target
Comparison group of racial/ethnic sub-groups currently performing below the state average vs. All students	20.5%	19.2%	17.9%	16.7%	**15.4%**
ED vs. Non-ED	30.7%	28.8%	26.9%	24.9%	**23.0%**
EL vs. Non-EL	46.9%	44.0%	41.0%	38.1%	**35.2%**
SWD vs. Non-SWD	39.7%	37.2%	34.7%	32.3%	**29.8%**

Graduation Rate

	2010-11 Actual	2011-12 Target	2012-13 Target	2013-14 Target	2014-15 Target
ALL Students	85.5%	86.8%	88.1%	89.4%	**90.7%**
White	88.7%	89.8%	90.9%	92.0%	**93.1%**
African American	78.3%	80.0%	81.8%	83.5%	**85.3%**
Asian	91.2%	91.5%	91.8%	92.1%	**92.4%**
Native American	88.5%	89.7%	90.9%	92.1%	**93.3%**
Hispanic	78.9%	80.5%	82.2%	83.8%	**85.5%**
Hawaiian Pacific Islander*	-	-	-	-	**-**
Economically Disadvantaged	79.8%	81.3%	82.8%	84.3%	**85.8%**
English Language Learners	70.8%	72.9%	75.0%	77.1%	**79.2%**
Students with disabilities	67.4%	69.8%	72.2%	74.6%	**77.0%**

Postsecondary Goals

College Enrollment[2]

	2010-11 Actual	2011-12 Target	2012-13 Target	2013-14 Target	2014-15 Target
All Students	54.1%	55.6%	57.0%	58.5%	**60.0%**

College Course Completion[3]

	2010-11 Actual	2011-12 Target	2012-13 Target	2013-14 Target	2014-15 Target
All Students	70.5%	71.8%	73.2%	74.5%	**75.8%**

NAEP Goals[4]

4th Grade Reading

	2009 Actual	2011 Actual	2013 Target	2015 Target
All Students	28.0%	26.0%	29.5%	**33.0%**
White	34.0%	31.0%	34.7%	**38.4%**
Black	12.0%	11.0%	16.1%	**21.2%**
Hispanic	16.0%	16.0%	20.7%	**25.4%**
Eligible SLP	17.0%	15.0%	19.2%	**23.4%**

---

2 The 2010-2011 enrollment years represent the number of high school graduates from 2008-2009 who are enrolling within 16 months.

3 The data reported above includes enrollment figures from Tennessee's public higher education institutions as well as from institutions in the Tennessee Independent Colleges and Universities Association (TICUA). A complete list of TICUA member institutions can be found at http://www.ticua.org/. The 2010-2011 course completion data represents the completion data for the 2006-2007 high school graduates. At this time course completion data is not available from Tennessee technology centers. Tennessee does anticipate being able to provide this data in future years. One year's worth of college credit is defined as completion of 24 credit hours.

4 Eligible SLP indicates those students who are eligible for the National School Lunch Program.

Gap Closure Targets for 4th Grade Reading

	2009 Actual	2011 Actual	2013 Target	2015 Target
All vs. Black	22.0%	20.0%	18.6%	**17.2%**
All vs. Hispanic	18.0%	15.0%	14.0%	**13.0%**
Non-Egl. vs. Egl.	22.0%	26.0%	24.4%	**22.8%**

4th Grade Math

	2009 Actual	2011 Actual	2013 Target	2015 Target
All Students	29.0%	30.0%	34.5%	**39.0%**
White	36.0%	36.0%	40.9%	**45.8%**
Black	7.0%	12.0%	18.5%	**25.0%**
Hispanic	19.0%	19.0%	25.0%	**31.0%**
Eligible SLP	16.0%	19.0%	24.4%	**29.8%**

Gap Closure Targets for 4th Grade Math

	2009 Actual	2011 Actual	2013 Target	2015 Target
All vs. Black	29.0%	24.0%	22.4%	**20.8%**
All vs. Hispanic	17.0%	17.0%	15.9%	**14.8%**
Non-Egl. vs. Egl.	26.0%	25.0%	23.3%	**21.6%**

8th Grade Reading

	2009 Actual	2011 Actual	2013 Target	2015 Target
All Students	28.0%	27.0%	31.0%	**35.0%**
White	34.0%	31.0%	35.4%	**39.8%**
Black	11.0%	12.0%	17.7%	**23.4%**
Hispanic	21.0%	24.0%	28.9%	**33.8%**
Eligible SLP	15.0%	17.0%	21.7%	**26.4%**

Gap Closure Targets for 8th Grade Reading

	2009 Actual	2011 Actual	2013 Target	2015 Target
All vs. Black	23.0%	19.0%	17.7%	**16.4%**
All vs. Hispanic	13.0%	7.0%	6.5%	**6.0%**
Non-Egl. vs. Egl.	23.0%	21.0%	19.7%	**18.4%**

8th Grade Math

	2009 Actual	2011 Actual	2013 Target	2015 Target
All Students	25.0%	24.0%	28.5%	**33.0%**
White	30.0%	28.0%	32.9%	**37.8%**
Black	10.0%	9.0%	15.1%	**21.2%**
Hispanic	19.0%	15.0%	20.7%	**26.4%**
Eligible SLP	13.0%	13.0%	18.3%	**23.6%**

Gap Closure Targets for 8th Grade Reading

	2009 Actual	2011 Actual	2013 Target	2015 Target
All vs. Black	20.0%	19.0%	17.8%	**16.6%**
All vs. Hispanic	11.0%	13.0%	12.2%	**11.4%**
Non-Egl. vs. Egl.	22.0%	23.0%	21.5%	**20.0%**

Top-line FTTT Goals

	2010-11 Actual	2011-12 Target	2012-13 Target	2013-14 Target	2014-15 Target
3rd grade Math	51.0%	54.2%	57.3%	60.5%	**63.6%**
3rd grade Reading	43.0%	47.0%	51.1%	55.1%	**59.1%**
7th grade Math	35.7%	39.5%	43.3%	47.0%	**50.8%**
7th grade Reading	44.3%	47.2%	50.2%	53.1%	**56.0%**

Section B.
Standards and Assessments

Transition to Common Core State Standards:

Grades/ Subjects	Activities	2011-2012 School Year	Summer 2012	2012-2013 School Year	Summer 2013	2013-2014 School Year	Summer 2014	2014-2015 School Year
K-2	Professional Development (PD)	Summer PD: Awareness & Implementation	Enhanced PD on content/instructional pracitce				Enhanced PD and review on standards	
	CCSS Standards	Implemented (Opt-In)		Full Implementation				
	Assessment	Various assessments1; Develop comprehensive assessment plan		Work with vendors to determine approved CCSS-aligned		Districts option of administering approved CCSS-aligned assessments		Districts option of administering approved CCSS-aligned assessments
3-8 Math	PD		PD: awareness; preparation for implementation (50% of		PD: preparation for implmentation (remaining 50%		Enhanced PD and review on standards	
	CCSS Standards			Partial implementation (50% of standards)		Full Implementation		
	Assessment	TCAP Phase 1: pilot CCSS-aligned field test items in spring; Develop comprehensive		Phase 2: TCAP with CCSS-aligned field test items*		TCAP with CCSS-aligned items		TCAP with CCSS-aligned items

Group	Category							
9-12 Math	PD				PD: Awareness and preparation for implementation		Enhanced PD and review on standards	
	CCSS Standards					Full Implementation		
	Assessment	TCAP; Develop comprehensive assessment plan		TCAP with CCSS-aligned field test items		TCAP with CCSS-aligned items		TCAP with CCSS-aligned items
3-12 ELA	PD		Training on CCSS-adapted writing test		PD: Awareness and preparation for implementation		Enhanced PD and review on standards	
	CCSS Standards					Full Implementation		
	Assessment	TCAP; Develop comprehensive assessment plan		TCAP with CCSS-aligned field test items		TCAP with CCSS-aligned items		TCAP with CCSS-aligned items; TCAP Writing assessment
6-12 Literacy for Social Studeis, Math, and Science	PD				PD: Awareness and preparation for implementation			
	CCSS Standards					Full Implementation		
	Assessment							
K-12 All	Teacher Prep/Evaluation/Licensing		THEC develops curriculum	Training of HE teacher pre-service pilot (spring)		Teahcer pre-service CCSS training implemented		All new teachers and principals trained on CCSS
K-12 All	ELP/SWD Accommodations			Develop implementation plan		Enact implementation plan		

Section D.
Great Teachers and Leaders

Performance Measures

Performance Measures Notes: Data should be reported in a manner consistent with the definitions contained in this application package in Section II. Qualifying evaluation systems are those that meet the criteria described in (D)(2)(ii).		Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Criteria	**General goals to be provided at time of application:**	**Baseline data and annual targets**				
(D)(2)(i)	Percentage of participating LEAs that measure student growth (as defined in this notice).	100	100	100	100	100
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for teachers.	0	0	100	100	100
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for principals.	0	0	100	100	100
(D)(2)(iv)	Percentage of participating LEAs with qualifying evaluation systems that are used to inform:					
(D)(2)(iv)(a)	• Developing teachers and principals.	N/A	N/A	100	100	100
(D)(2)(iv)(b)	• Compensating teachers and principals.	N/A	N/A	10.0	15.0	20.0
(D)(2)(iv)(b)	• Promoting teachers and principals.	N/A	N/A	100	100	100
(D)(2)(iv)(b)	• Retaining effective teachers and principals.	N/A	N/A	100	100	100
(D)(2)(iv)(c)	• Granting tenure and/or full certification (where applicable) to teachers and principals.	N/A	N/A	100	100	100
(D)(2)(iv)(d)	• Removing ineffective tenured and untenured teachers and principals.	N/A	N/A	100	100	100

[Optional: Enter text here to clarify or explain any of the data]		
General data to be provided at time of application:		
Total number of participating LEAs.	140	
Total number of principals in participating LEAs.	1736	
Total number of teachers in participating LEAs.	63,765	

In future reports, Tennessee will be calculating these numbers differently than was done in the original application, so the numbers reported in the future will not be comparable to those listed here. Tennessee is changing the way we define "teacher" and "principal" for the purposes of Race to the Top reporting to be consistent with how these terms are defined under the evaluation system.

Criterion	Data to be requested of grantees in the future:	
(D)(2)(ii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems.	
(D)(2)(iii)[5]	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better in the prior academic year.	
(D)(2)(iii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as ineffective in the prior academic year.	
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems whose evaluations were used to inform compensation decisions in the prior academic year.	
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better and were retained in the prior academic year.	

---

[5] Note that for some data elements there are likely to be data collection activities the State would do in order to provide aggregated data to the Department. For example, in Criteria (D)(2)(iii), States may want to ask each Participating LEA to report, for each rating category in its evaluation system, the definition of that category and the number of teachers and principals in the category. The State could then organize these two categories as effective and ineffective, for Department reporting purposes.

(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems who were eligible for tenure in the prior academic year.	
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems whose evaluations were used to inform tenure decisions in the prior academic year.	
(D)(2)(iv)(d)	Number of teachers and principals in participating LEAs who were removed for being ineffective in the prior academic year.	

Performance Measures for (D)(3)(i) *Note: All information below is requested for Participating LEAs.*	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
General goals to be provided at time of application:	**Baseline data and annual targets**				
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	NA	NA	27	30	33
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	NA	NA	44	45	46
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	NA	NA	32	30	27

Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	NA	NA	27	26	25
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	NA	NA	36	39	42
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	NA	NA	45	46	47
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	NA	NA	37	34	31
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	NA	NA	30	29	28
"Ineffective" is defined as levels 1 and 2. "Effective" is defined as a level 3. "Highly effective" is defined as levels 4 and 5.					
General data to be provided at time of application:					
Total number of schools that are high-poverty, high-minority, or both (as defined in this notice).	582				
Total number of schools that are low-poverty, low-minority, or both (as defined in this notice).	1,033				
Total number of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice).	20,944				
Total number of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice).	39,034				

Total number of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice).	1,075
Total number of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice).	1,942

High-poverty is defined as: schools where at least 75% of students qualify for free or reduced price lunch.
High-minority is defined as: schools were at least at least 75% of students are African-American, American Indian/Alaska Native, Asian/Pacific Islander, or Hispanic/Latino.
Low-poverty is defined as: schools where less than 25% of students qualify for free or reduced price lunch.
Low-minority is defined as: schools where less than 25% of students are African-American, American Indian/Alaska Native, Asian/Pacific Islander, or Hispanic/Latino.

This data is for reported for the 2008-2009 school year, as that was the data that was submitted at the time of the application. The numbers are much higher because Tennessee only reported data on high-poverty/low-poverty and did not include high-minority/low-minority. In addition, Tennessee only reported numbers of teachers in these schools for the following subjects: reading and language arts, math, science, and social studies. The corrected data reflects all teachers in high-poverty, high-minority, low-poverty, and low-minority schools. The revised data set above includes all teachers.

Data to be requested of grantees in the future:	
Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.	
Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.	
Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.	
Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.	

Performance Measures for (D)(3)(ii) *Note: All information below is requested for Participating LEAs.*	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
General goals to be provided at time of application:	**Baseline data and annual targets**				
Percentage of mathematics teachers who were evaluated as effective or better.	NA	NA	73	76	79
Percentage of science teachers who were evaluated as effective or better.	NA	NA	73	74	75
Percentage of special education teachers who were evaluated as effective or better.	NA	NA	77	80	83
Percentage of teachers in language instruction educational programs who were evaluated as effective or better.	NA	NA	77	80	83
"Ineffective" is defined as levels 1 and 2. "Effective" is defined as a level 3. "Highly effective" is defined as levels 4 and 5.					
General data to be provided at time of application:					
Total number of mathematics teachers.	14,421				
Total number of science teachers.	14,595				
Total number of special education teachers.	7782				
Total number of teachers in language instruction educational programs.	678				

This data is reported for the 2008-2009 school year, as that was the data that was submitted at the time of the application. The people who calculated these data points for the original application are no longer with the Tennessee Department of Education and we are therefore, unable to determine how these numbers were run. We are requesting to amend these numbers to ensure that we can run them consistently year to year. The corrected numbers above were calculated (and will continue to be calculated) as outlined below. When TDOE re-ran the numbers, special education came out the same, so there is no change listed above.

"Mathematics teachers" are defined as those K-12 teachers who either have a K-8 endorsement or a math endorsement and teach at least one math course.

"Science teachers" are defined as those K-12 teachers who either have a K-8 endorsement or a science endorsement and teach at least one science course.

"Special education teachers" are defined as K-12 teachers who teach at least one class for students with disabilities ages 3-21+.

"Teachers in language instruction educational programs" are defined as K-12 teachers who teach at least one class of English as a Second Language.

Data to be requested of grantees in the future:	
Number of mathematics teachers in participating LEAs who were evaluated as effective or better in the prior academic year.	
Number of science teachers in participating LEAs who were evaluated as effective or better in the prior academic year.	
Number of special education teachers in participating LEAs who were evaluated as effective or better in the prior academic year.	
Number of teachers in language instruction educational programs in participating LEAs who were evaluated as effective or better in the prior academic year.	

Performance Measures	Actual Data: Baseline (Current school	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
General goals to be provided at time of application:	**Baseline data and annual targets**				
Percentage of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	100	100	100	100	100
Percentage of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	0	0	100	100	100
[Optional: Enter text here to clarify or explain any of the data]					
General data to be provided at time of application:					
Total number of teacher credentialing programs in the State.	39				
Total number of principal credentialing programs in the State.	20				
Total number of teachers in the State.	49,827				
Total number of principals in the State.	1723				
Data provided are from 2008-2009. The number of teachers reflects the number of classroom teachers.					

Data to be requested of grantees in the future:	
Number of teacher credentialing programs in the State for which the information (as described in the criterion) is publicly reported.	
Number of teachers prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.	
Number of principal credentialing programs in the State for which the information (as described in the criterion) is publicly reported.	
Number of principals prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.	
Number of teachers in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.	
Number of principals in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.	

Section E.
Turning Around the Lowest Performing Schools

Performance Measures

Performance Measures	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
The number of schools for which one of the four school intervention models will be initiated each year.	0	10	0	20	10

Competitive Priority.
Emphasis on Science, Technology, Engineering, and Mathematics (STEM)

Performance Measures

Statewide Percentage of High School Graduates Meeting College and Career Ready Benchmarks

	Baseline		Targets		
	SY 2009-2010	SY 2010-2011	SY 2011-2012	SY 2012-2013	SY2013-2014
Math	24%	24%	33%	40%	47%
Science	18%	17%	29%	36%	43%

III.   Activity Timelines

Sub-criterion	Project	Action	Project Year	Date
(A)(2)	Oversight	Monitor and support all State SOW projects	All	Ongoing
		Conduct PMOC meetings	All	Monthly
		Check-in with all project managers and track implementation status for each project	All	Monthly
		Complete expenditures update	All	Monthly
		Monitor LEA Fund spending and activities	All	Ongoing
		Implement extension requests windows for LEA Fund	4	4/30/2014
		Facilitate Advisory Council meetings	All	Bi-annually
		Update performance metrics and goals for each project	All	Ongoing
		Approve scopes of work for 136 LEAs and 4 state special schools	All	Annually (Fall)
		Update State's scope of work	All	Ongoing
		Complete budget reconciliation	All	Annually (Winter)
		Review projects against performance metrics	All	Annually
		Complete federal reporting	All	Ongoing
		Update budget with USED	All	Ongoing
		RTTT Annual Performance Review	All	Annually (Fall)
		State Specific Report Review	All	Annually (Fall)
		Update USED with Amendments as needed	All	Ongoing
		Update USED with Extension Requests as needed	All	Ongoing
		Determine final set of LEA Fund extensions	4	6/30/2014
		Support State SOW projects through close-out process and summative reporting	4 & 5	6/30/2015
		Support transition of projects and personnel from federal to state funding where applicable	4 & 5	6/30/2015
		Inform communications on overall outcomes and impact of RTTT projects	4 & 5	6/30/2015
	SOW Supplemental Fund	Guidance released in Director Update	4	7/9/2013
		Districts complete survey expressing initial intent to participate	4	7/23/2013
		Preliminary district funding allocations sent to districts completing survey	4	7/25/2013

		Final MOU commitments due from districts	4	7/29/2013
		Final district funding allocations sent to participating districts	4	7/31/2013
		Year 4 scopes of work must be submitted to TDOE, including budget and associated activities for the Supplemental Funding	4	8/30/2013
		Scope of Work approvals issues and funds posted for districts	4	9/30/2013
		Full plan for implementation of SOW Supplemental Fund menu selections to be submitted to TDOE	4	11/1/2013
		TDOE: Leadership 101-Class 1	4	11/13/2013
		TDOE: Leadership 101-Class 2	4	12/12/2013
		TDOE submits to USED evidence collection plan for Supplemental Fund	4	12/31/2013
		TDOE: Leadership 101-Class 3	4	1/15/2014
		TDOE: Leadership 202-Class 1	4	2/12/2014
		TDOE: Leadership 202-Class 2	4	3/12/2014
		TDOE verifies that grades 3-11 writing assessment was administered via vendor report	4	4/30/2014
		TDOE: Leadership 202-Class 3	4	5/9/2014
		TDOE verifies student surveys are used via vendor report	4	5/31/2014
		Participating districts implement CCSS and evaluation options during 2013-14 school year	4	6/30/2014
		TDOE verifies via CODE co-observations	4	6/30/2014
		TDOE verifies summative CRA administrations through district completion reports	4	6/30/2014
		TDOE verifies Leadership Course 101 & 202 registration and TASL credit	4	6/30/2014
		Implementation plans due for student assignment options	5	9/30/2014
		Participating districts implement student assignment options during 2014-15 school year	5	6/30/2015
		Final analysis of student assignment options due	5	8/1/2015
		TDOE analyzes Evaluation Annual Final report	5	9/15/2014
		TDOE determines if participating districts have met fund requirements (pullback funds as necessary)	5	9/30/2014
		TDOE monitors spending on SOW supplemental fund	4 & 5	Ongoing
	TN CRED	Survey school personnel for IAF/CSF	2	12/1/2011

		Survey school personnel for TIF	2	12/1/2011
		Complete analysis of ASD identification strategies	2	2/1/2012
		Preliminary data audit results from winter 2011/2012 available	2	3/15/2012
		Conduct teacher interviews for teacher evaluation analysis	2	3/30/2012
		Administrator Interviews complete for principal evaluation analysis	2	4/13/2012
		Complete administration of evaluation survey - available for educators beginning April 20th	2	5/1/2012
		Administer FTTT survey	2	5/1/2012
		Final data audit report issued	2	6/1/2012
		Educator exit survey - teacher evaluation analysis	3	7/31/2012
		Principal exit survey - teacher evaluation analysis	3	7/31/2012
		Teacher evaluation implementation report issued	3	8/1/2012
		Interview District officials for IAF/CSF	3	8/1/2012
		Review of applications for TIF	3	8/1/2012
		Interview District officials for TIF	3	8/1/2012
		Review of applications for IAF/CSF	3	9/30/2012
		Analysis of award payouts for IAF/CSF	3	11/1/2012
		Implementation report for IAF/CSF	3	11/1/2012
		Analysis of award payouts for TIF	3	11/1/2012
		Implementation report issued on TIF	3	11/1/2012
		Conduct a review of past and present state documents on data management processes and procedures at TDOE	3	12/1/2012
		Survey school personnel for IAF/CSF	3	12/1/2012
		Survey school personnel for TIF	3	12/1/2012
		Interview and analyze 4 districts' PD offerings	3	1/31/2013
		Comprehensive Evaluation report issued for teacher evaluation analysis	3	5/1/2013
		Administer evaluation survey conducted for teacher evaluation analysis	3	5/1/2013
		Conduct teacher interviews for teacher evaluation analysis	3	5/1/2013
		Conduct principal and evaluator focus groups	3	5/1/2013

		Administer FTTT survey	3	5/1/2013
		Comprehensive report issued on IAF/CSF	3	5/1/2013
		Comprehensive report issued on TIF	3	5/1/2013
		Student achievement analysis for teacher evaluation analysis	3	7/15/2013
		Educator exit survey for teacher evaluation analysis	4	7/31/2013
		Principal exit survey for teacher evaluation analysis	4	7/31/2013
		Teacher evaluation implementation report issued	4	8/1/2013
		Initial ASD report issued	4	8/1/2013
		Interview District officials for IAF/CSF	4	8/1/2013
		Review of TIF applications	4	8/1/2013
		Interview District officials for TIF	4	8/1/2013
		Student achievement analysis of ASD	4	10/1/2013
		Analysis of award payouts for IAF/CSF	4	11/1/2013
		Implementation report issued for IAF/CSF	4	11/1/2013
		Analysis of award payouts for TIF	4	11/1/2013
		Implementation report issued for TIF	4	11/1/2013
		Follow-up Report issued on data audit	4	12/1/2013
		Survey school personnel in IAF/CSF districts	4	12/1/2013
		Administer evaluation survey for teacher evaluation analysis	4	5/1/2014
		Conduct teacher interviews for teacher evaluation analysis	4	5/1/2014
		Conduct principal and evaluator focus groups for principal evaluation analysis	4	5/1/2014
		Administer FTTT survey	4	5/1/2014
		Conduct a review of past and present state documents on data management processes and procedures	4	5/1/2014
		Follow-up Report on data audit issued	4	5/1/2014
		Analysis of ASD identification strategies and populations served	4	5/1/2014
		Teacher turnover and retention analysis for teacher evaluation analysis	4	6/30/2014
		Educator exit survey for teacher evaluation analysis	4	7/15/2014
		Principal exit survey for teacher evaluation analysis	4	7/15/2014

		FTTT survey preliminary results available	4	7/15/2014
		Student achievement analysis for teacher evaluation analysis	4	7/15/2014
		Interview District officials for IAF/CSF	5	8/1/2014
		Review of TIF applications	5	8/1/2014
		Interview District officials for TIF	5	8/1/2014
		Analysis of award payouts for IAF/CSF	5	11/1/2014
		Implementation report issued for IAF/CSF	5	11/1/2014
		Analysis of award payouts for TIF	5	11/1/2014
		Implementation report issued for TIF	5	11/1/2014
		Survey school personnel in IAF/CSF districts	5	12/1/2014
		Analysis in partnership with UT-CBER regarding impact of First to the Top initiatives	Ongoing	3/30/2015
		Cleaning of principal evaluation data and links to FTTT survey	5	5/31/2015
		Cleaning of teacher evaluation data and links to FTTT survey	5	5/31/2015
		Ongoing data collection and analysis	5	6/30/2015
		Comprehensive ASD Analysis	5	6/30/2015
		Comprehensive Effectiveness Analysis of Strategic Compensation Initiatives (TIF, CSF, IAF)	5	6/30/2015
		Comprehensive analysis of teacher and principal evaluation data	5	6/30/2015
		Comprehensive analysis on targeted PD effectiveness	5	6/30/2015
		ASD school visits	3, 4, & 5	Ongoing
		Consortium will provide a status report to THEC quarterly to include detailed status reports about activities and progress to deliverables	All	Ongoing
		Consortium will provide a status report to TDOE quarterly	All	Ongoing
		Linking of PD analysis to evaluation results and FTTT survey	4	Ongoing
(B)(3)	**Common Core PD**	Announce training dates to districts	2	1/10/2012
		Finalize math crosswalk	2	1/27/2012
		Leadership Council members selected	2	2/28/2012
		Announce training plan to districts	2	3/5/2012
		Applications due for core coaches in math	2	3/8/2012

Identification and selection of core coaches complete		2	4/5/2012
Core Coach Training - Part 1		2	4/20/2012
Core Coach Training - Part 2		2	5/18/2012
Changes to writing assessment announced		2	5/22/2012
Select and Notify Principal Core Coaches		2	5/25/2012
3-12 ELA Pilot Leadership Council		2	5/31/2012
Leadership Council Meeting		2	6/15/2012
Confirm 3-12 ELA Pilot Districts		2	6/15/2012
Principal Core Coach Training		2	6/18/2012
Hold 3-12 ELA Pilot Meetings by Grand Division		2	6/29/2012
ELA and K-2 videos released		3	7/2/2012
3-8 Math State Common Core Training		3	7/26/2012
3-8 Math State Common Core training		3	7/26/2012
TDOE and Leadership Council assess training and take lessons into development of next summer's training		3	8/31/2012
Hold 3-12 ELA Pilot Meetings by Grand Division and release set of online modules		3	10/1/2012
TDOE will submit a comprehensive plan to USED for CCSS implementation for the remainder of RTTT based on lessons learned from 3-8 math training		3	10/31/2012
Releasing additional writing assessment prompts and rubrics to districts		3	10/31/2012
Core Coach applications due in math and ELA (K-12) and literacy in 6-12 science, social studies, and career and technical education		3	12/3/2012
Common Core Leadership Coaches selected		3	1/15/2013
Leadership Course 101 content developed		3	1/30/2013
Leadership Coach training for classes 1 and 2 (Course 101)		3	1/30/2013
Identification and selection of core coaches complete		3	2/28/2013
Leadership Coach training for classes 3 and 4 (Course 101)		3	3/30/2013
Core Coach Training - Part 1 (all coaches)		3	4/30/2013
Core Coach Training - Part 1A (High school math coaches only)		3	4/30/2013
Common Core Leadership Course 101 concludes after four day-long cohort meetings across the spring		3	5/30/2013

Task	Phase	Date
Core Coach Training - Part 2 (all coaches)	3	5/30/2013
Summer training content developed and finalized	3	5/30/2013
Math Core Coach prep week	3	6/7/2013
Math training for teachers in K - Algebra II	3	6/28/2013
ELA/Literacy Core Coach prep week	3	6/30/2013
ELA training for grades K-12 and literacy training for grades 6-12 in science, social studies, and CTE	3	7/30/2013
All summer training materials available on TNCore website	4	8/15/2013
ELA and science instructional units and math task arcs (mini units) purchased from IFL and released	4	8/30/2013
Early reading online video learning modules released	4	9/30/2013
ELA and literacy close reading and writing tasks released	4	9/30/2013
Leadership Coach refresher training for round 2 delivery of 101 content - training series condensed to 3 days	4	10/31/2013
Release instructional guidance based on data from 2013 Writing Assessment	4	11/15/2013
Release instructional guidance based on data from the 2013 summative Constructed Response Assessment (CRA)	4	11/15/2013
Second round of ELA and science instructional units and math task arcs (mini units) purchased from IFL and released	4	12/30/2013
2014 Common Core Leadership 202 Coaches selected	4	12/31/2013
Year-long reading course content fully developed	4	12/31/2013
Common Core Leadership Course 101 - Round 2 concludes after three, day-long cohort meetings across the winter	4	1/31/2014
Leadership Coach training Course 202	4	1/31/2014
Leadership Coach training 2 Course 202	4	3/31/2014
Common Core Leadership Course 202 concludes after three, day-long cohort meetings across the spring	4	5/30/2014
Reading course facilitator trainings - once a month for four days Sept. - March	4	5/31/2014
Reading course participant training - 3 hour classes offered regionally as a part of a 7 part class series	4	5/31/2014
Completion of Core Coach trainings	4	6/25/2014

		Summer School Team Training (3 days over course of June)	4	6/30/2014
		Launch of Summer Direct Teacher Training (Hosted Regionally)	5	7/8/2014
		Completion of Summer Direct Teacher Trainings	5	7/24/2014
		Fall School Team Training (1 day)	5	10/4/2014
		Winter School Team Training (1 day)	5	1/31/2015
		Leadership 303 Course Completed	5	3/31/2015
		Continued offering of K-3 reading courses	5	6/30/2015
		Leadership 303 Course Launched	5	10/1/2014
		Common Core Leadership Council Meetings - meet quarterly to advise on the Common Core Implementation Plan	All	Ongoing
		TDOE will monitor CRA results to gauge progress and success of summer training (administered three times throughout the school year)	3 & 4	Ongoing
	Common Core into Pre-Service	Execute contract with Ayers Institute	2	6/15/2012
		Selection of Advisory Council Members	3	9/1/2012
		CCSS Institutions of Higher Education Advisory Council Meetings	3	Quarterly
		Release of Year 1 PD resources	3	1/31/2013
		Year 1 professional development series through spring	3	3/31/2013
		Review of program effectiveness	3	6/30/2013
		Release of Year 2 PD resources	4	1/31/2014
		Year 2 professional development series through spring	4	3/31/2014
		Review of program effectiveness	4	6/30/2014
		Release of Year 3 PD resources (primarily TEAM)	5	1/31/2015
		Year 3 professional development series through spring	5	3/31/2015
		Review of program effectiveness	5	6/30/2015
(C)(2)	**P-12 Data System**	New contract executed with DLP	3	10/16/2012
		Determine Teacher Dashboard Pilot Districts	3	2/28/2013
		Data Discovery & Architecture Design	3	2/28/2013
		All Pilot Districts Live	3	4/30/2013
		All dashboard pages are customized and finalized	4	9/30/2013

		State Releases Preferred SIS Vendor Info Sheet	4	10/15/2013
		Contract Fully Executed, Vendor Begins Work	4	11/1/2013
		Initial version of transactional data bus and data store available for vendors to begin integration	4	11/30/2013
		Survey of existing training materials	4	12/14/2013
		Unique ID system installed and demonstrable	4	12/31/2013
		Data bus also supports batch XML inputs available for "other" vendors to start integration.	4	1/31/2014
		Development of TDOE training materials	4	2/28/2014
		Initial version of identity platform available for vendors to start integration	4	2/28/2014
		Data platform functions completely built	4	2/28/2014
		Identity federation demonstrated	4	2/28/2014
		Hard deadline for district contracts with new SIS vendors to be signed	4	3/31/2014
		Password recovery and audit reports added to identity platform.	4	3/31/2014
		Release of Training Materials to Low Need/Interest Districts	4	4/9/2014
		Dashboard migrated to new data and identity platform	4	4/30/2014
		Historical assessment data migrated into data platform.	4	4/30/2014
		Scalability demonstrated with integrated data + identity platform tests	4	5/31/2014
		All data platform on functions scaled up to handle all districts' data	4	5/31/2014
		SIS Vendors have completed work necessary to interface with the data dashboards	5	7/14/2014
		Dashboards are available to all participating districts	5	7/31/2014
		New SISs ready for use in all districts - transition from old to new system complete	5	8/15/2014
		Training Sessions: CORE to District Leads	5	8/31/2014
		State supports transition efforts	5	10/31/2014
		Dashboard trainings/support through rollout	5	12/31/2014
		Feedback collected from Pilot districts	3	Ongoing
	P-20 Data System	Establish data governance structure	2	1/31/2012
		Implement development infrastructure	2	1/31/2012
		Establish data governance framework	2	4/30/2012

		Initial data load of Phase 1 P20 TLDS	2	4/30/2012
		Data Discovery meetings take place with all agencies to identify needs from the system and existing data elements	2	5/1/2012
		Data model finalized	2	5/30/2012
		Deploy data governance processes	3	7/31/2012
		Phase 2 Release: Additional data sets loaded and stock reports available	3	7/31/2012
		Data Warehouse Phase 4	3	5/31/2013
		TDOE Report Card Release	4	11/30/2013
		Training and technical documentation complete	4	2/28/2014
		Final Release of data warehouse (including data verification and validation modules)	4	3/31/2014
		Dashboards available for review	4	3/31/2014
		Data Warehouse & Secured Portal Stabilized	4	3/31/2014
		Training and knowledge transfer complete	4	4/30/2014
		Data Access Enabled	4	4/30/2014
		Deploy support processes	5	7/27/2014
		Research Portal Available for Release	5	7/31/2014
		Dashboards undergo agency testing/review	5	8/1/2014
		Additional dashboard available for public release	5	8/31/2014
		TDOE Report Card Release	5	11/30/2014
		THEC Score Card Released	5	12/31/2014
		Additional agency onboarding	5	6/30/2015
		Data Discovery with additional agencies as needed	2	Ongoing
		Import & Analyze Data	3	Ongoing
(C)(3)	**Integrating TVAAS into Pre-Service**	Preview modules for IHE faculty and TDOE staff	2	5/30/2012
		Finalize all modules for Fall release	3	8/1/2012
		Complete training for faculty members on the new curriculum	3	8/11/2012
		Work with and support institutions with integrating curriculum into their program during Fall 2012	3	8/11/2012
		Launched web portal to provide TVAAS data back to prep programs	4	12/31/2013

		Conduct advanced analytics work with participating institutions	4	4/2/2014
		Assessments between faculty and K-12 regarding gaps in TVAAS knowledge/application	4	6/15/2014
		Release advanced analytics reports to participating institutions	4	6/30/2014
		Assessments of module and curriculum, making adjustments where needed	Ongoing	Ongoing
		Track and support institutions with module integration into curriculum	Ongoing	Ongoing
	Integrating Data	Training for core of FIP statewide	2	7/22/2011
		West Strategic Compensation Oversight Summit	2	9/27/2011
		East Strategic Compensation Oversight Summit	2	9/29/2011
		FIP Summit: Middle (450 participants)	2	10/25/2011
		FIP Summit: West (450 participants)	2	10/26/2011
		FIP Summit: East/First (450 participants)	2	11/2/2011
		Develop plan for support offered to CORE Offices aligned to strategic plan	2	12/31/2011
		Announce revised plan for 16 CORE Center staff	2	5/1/2012
		Plan hiring process for 16 CORE Office staff	2	5/15/2012
		Finalize FIP Tiered PD sessions	2	5/31/2012
		BFK finalizes Value Added Tiered PD sessions	2	5/31/2012
		Finalize onboarding plan for 16 CORE Office staff	2	6/15/2012
		Continued statewide access to online value-added courses maintained	2	6/30/2012
		Continued statewide access to online FIP courses maintained	2	6/30/2012
		Execute contract revision to repurpose funds	3	7/1/2012
		Complete hiring for 8 CORE data positions	3	7/1/2012
		Finalize work plan/management plan for 16 CORE staff	3	8/15/2012
		Complete hiring for 8 CORE math positions	3	8/15/2012
		BFK executes FIP Tiered PD sessions regionally as requested	3	12/1/2012
		BFK executes Value Added Tiered PD sessions regionally as requested	3	12/1/2012
		Continued statewide access to online value-added courses maintained	3	6/30/2013
		Online FIP courses updated; Continued statewide access to online FIP courses maintained	3	6/30/2013

		Professional Development Session for Data Analysts & Math Coordinators: Formative Instructional Practices	4	10/8/2013
		TOSS-TDOE Regional RTI2 Workshops	4	12/6/2013
		Regional RTI2 Tier 1 for CORE staff, District Support Team, TDOE staff, and high education representatives	4	1/13/2014
		Professional Development Session for Data Analysts & Math Coordinators: Assessment Literacy	4	1/15/2014
		Determine plan for hosting modules beyond grant period	4	4/1/2014
		Finalize staffing for CORE consultants	4	5/1/2014
		Continued statewide access to online FIP courses maintained	4	6/30/2014
		Continued statewide access to online value-added courses maintained	4	6/30/2014
		Secure state funding for data analysts	4	6/30/2014
		Conduct performance reviews and determine staffing for CORE positions	4	6/30/2014
		MOU signed to continue hosting portal	5	7/30/2014
		Conduct performance review for CORE Consultants	5	3/1/2015
		Math coordinators continue to support districts per direction of CORE Directors	5	6/30/2015
		Secure state funding for math coordinators as applicable	5	6/30/2015
		Provide customized support to differentiated pay districts as requested by TDOE	3	Ongoing
		Provide customized support to differentiated pay districts as requested by TDOE	4	Ongoing
		Provide customized support to differentiated pay districts as requested by TDOE	5	Ongoing
(D)(1)	UTeach	UTC Spring Roster Data due to UTeach Institute	2	2/15/2012
		UM Spring Roster Data due to UTeach Institute	2	2/15/2012
		UTC Spring Student Level Data due to UTeach Institute	2	2/29/2012
		UTC Student Midterm Course Evaluations	2	3/1/2012
		UM Student Midterm Course Evaluations	2	3/1/2012
		Receive Spring Enrollment Numbers for UTC	2	3/1/2012
		Receive Spring Enrollment Numbers for UM	2	3/1/2012
		UTC Spring Site Visit	2	4/30/2012
		UM Spring Site Visit	2	4/30/2012
		UTC Graduate Survey Administration	2	5/10/2012

		UM Graduate Survey Administration	2	5/10/2012
		UTC Course Materials Submission to UTeach Institute	2	5/21/2012
		UM Course Materials Submission to UTeach Institute	2	5/21/2012
		Participate in Annual UTeach Conference	2	5/30/2012
		Receive Fall Enrollment Numbers for UTC	3	9/30/2012
		Receive Fall Enrollment Numbers for UM	3	9/30/2012
		UTC Fall Site Visit	3	11/15/2012
		UM Fall Site Visit	3	11/15/2012
		Receive Spring Enrollment Numbers for UTC	3	3/1/2013
		Receive Spring Enrollment Numbers for UM	3	3/1/2013
		UTC Spring Site Visit	3	4/30/2013
		UM Spring Site Visit	3	4/30/2013
		Participate in Annual UTeach Conference	3	5/30/2013
		UTC Contract Closed	4	7/1/2013
		Receive Fall Enrollment Numbers for UM	4	9/30/2013
		UM Fall Site Visit	4	11/15/2013
		Receive Spring Enrollment Numbers for UM	4	3/1/2014
		UM Spring Site Visit	4	4/30/2014
		Final Review of Sustainability Plan for UM	4	5/1/2014
		Participate in Annual UTeach Conference	4	5/30/2014
	Teacher and Leader Residency Programs	Communicate schedule/process for reimbursement	2	2/28/2012
		Develop schedule/process for reimbursement	2	2/28/2012
		Discuss performance management plan--principal residencies	2	3/9/2012
		Finalize performance management plan--teacher residencies	2	3/30/2012
		Expenditures through Dec 31 submitted	2	3/30/2012
		Finalize performance management plan--principal residencies	2	4/6/2012
		Quarterly expenditure updated	2	6/29/2012
		Revisit site visit protocol based on year 2 visits	3	7/1/2012
		Programs submit end of year report	2	7/27/2012

		Complete year 2 site visits for all programs	2	7/30/2012
		Communicate feedback to programs based on site visit and end of year report	2	9/1/2012
		Communicate feedback to programs based on site visit and end of year report	3	6/15/2013
		Complete year 3 site visits for all programs	3	6/30/2013
		Programs submit end of year report	3	7/31/2013
		Communicate feedback to programs based on site visit and end of year report	4	6/15/2014
		Complete year 4 site visits for all programs	4	6/30/2014
		Programs submit end of year report	4	7/20/2014
		Compile end of grant program evaluation and share results where applicable	4	7/25/2014
		Conduct check-ins with each residency program	All	Quarterly
(D)(2)	IAF	Strategic Compensation survey closes (TNCRED)	2	12/1/2011
		Development of initial next steps from topline TNCRED survey feedback	2	3/15/2012
		Second Round IAF grant and application process announced	2	5/15/2012
		Second Round IAF Introduction Webinar	2	5/23/2012
		Notice of intent to apply due for Second Round	2	5/25/2012
		Communication regarding logistics of timely payouts with Round One recipients	2	5/30/2012
		Year end review of Round One recipients against application objectives/plan	2	6/30/2012
		Bi-weekly series of webinars regarding application and model design completed for Round Two applicants	3	9/19/2012
		Second Round application due to TDOE	3	9/19/2012
		TDOE announces 2-5 districts as Round Two Recipients and issues grant awards	3	11/30/2012
		Review and respond to TN CRED analysis of district payouts and implementation report for Round One recipients	3	11/30/2012
		Communication regarding logistics of timely payouts with all recipients	3	5/30/2013
		Review and respond to TN CRED analysis of district payouts and implementation report for all recipients	4	11/30/2013
		Round Two recipients begin communication and opt-in window opens	4	1/31/2014
		Communication regarding logistics of timely payouts with all recipients	4	5/30/2014
		All Round Two recipients begin payout process	5	9/1/2014
		All Round Two recipients complete payout process	5	9/1/2014

		Review and respond to TN CRED analysis of district payouts and implementation report for all recipients	5	11/30/2014
		Communication regarding logistics of timely payouts with all recipients	5	5/30/2015
		Year end review of Round Two recipients against application objectives/plan	5	6/30/2015
		All districts differentiated pay plans must be submitted to TDOE	4	6/31/2014
		Facilitate group communication for Round 1 alternative salary districts to plan and problem solve	2	Ongoing
		Ensure quarterly communication with each district to check in on progress	2	Ongoing
		Quarterly Report of Expenditures	2, 3, & 4	Quarterly
	CSF	Develop document of successful case studies from year 2 to disseminate to Round 3 applicants and for SOW process	2	6/8/2012
		Year end review against application objectives and performance measures	2	6/30/2012
		Release application for Round 3	3	7/15/2012
		Round 3 applications due	3	8/1/2012
		Round 3 awards made	3	8/15/2012
		Year end review against application objectives and performance measures	3	6/30/2013
		Release application for Round 4	4	7/15/2013
		Round 4 applications due	4	8/1/2013
		Round 4 awards made	4	8/15/2013
		Year end review against application objectives and performance measures	4	6/30/2014
		CSF extension grantee implements strategic compensation model	5	6/30/2015
		Year end review against application objectives and performance measures for extension districts	5	6/30/2015
		Quarterly Report of Expenditures	2	Quarterly
		Check-ins with recipients on implementation takes place	2	Quarterly
	PBS	Hold Customized Learning Object (CLO) Academy to train affiliates to create CLOs	2	3/1/2012
		Create Project Management Plan to define roles for stakeholders	2	3/31/2012
		Complete TVAAS online videos (NPT)	2	4/1/2012
		Identify content for development of first CLOs	2	4/15/2012
		Provide additional content to stations for CLO development	2	4/30/2012

TDOE will assess quality/value of work to date	3	8/31/2012
TDOE will make decisions about work products regarding the 250 CLOs and determine what it will request moving forward	3	10/31/2012
Content Partner Matches (NPT)	3	12/1/2012
Content Partner Matches (EastTNPBS)	3	1/1/2013
TDOE revisits total number of CLOs desired and starts amendment process	3	1/15/2013
Stations content area assignments were determined by TDOE (WKNO, WCTE, WLJT, WTCI)	3	2/28/2013
NPT CLO approved	3	3/10/2013
Timelines and Scopes drafted for 4 other stations (WKNO, WLJT, WTCI, WCTE)	3	4/1/2013
TDOE and Station Managers Meeting to discuss content and CLO topic Assignments	3	4/2/2013
NPT CLO approved	3	6/24/2013
Content Partners for WKNO, WLJT, WCTE, matched and contracted.	4	7/1/2013
Announcement of 6 CLOs uploaded to Learning Media.org (NPT)	4	8/1/2013
Content Partner Match for WTCI	4	8/15/2013
Meeting with WTCI New Project Manager	4	8/21/2013
CLO upload to Learning Media.org by EastTNPBS	4	10/4/2013
Emails created for first round of "Status Updates" with stations considered to be off track	4	10/15/2013
Program Management Plan build out	4	10/24/2013
Emails sent to "off track stations" for benchmarking of future progress	4	11/7/2013
Calls to "off track stations"	4	11/15/2013
WKNO First teacher panel review of 3 CLOs	4	12/16/2013
NPT CLO approved	4	12/16/2013
WLJT First teacher panel review of 1 CLO	4	12/19/2013
2nd round of status checks	4	3/1/2014
Re-distribution and extensions of CLOs as needed	4	5/31/2014
All non-extension CLOs approved and uploaded	4	6/30/2014
Ongoing status checks for extension CLOs	5	6/30/2015
All extension CLOs (total of 86) approved and uploaded	5	6/30/2015

(D)(3)	Evaluation	Publicly release pilot report	2	12/15/2011
		Final new evaluator trainings completed for SY 11-12	2	1/31/2012
		Winter new evaluator trainings	2	1/31/2012
		District trainings held	2	2/1/2012
		Phase 1.0 of recommendations for NTGS including any rubric changes	2	3/1/2012
		Communication to districts on the summer training plan	2	3/15/2012
		Complete pilot of alternate growth measures for NTGS	2	3/31/2012
		Select summer trainers	2	4/20/2012
		Make decisions for which alternate growth measures will be approved	2	5/1/2012
		Announce approval of flexibility requests	2	5/15/2012
		Determine any modifications to TEAM model based on yearly feedback	2	6/1/2012
		Districts confirm their model for the next school year	2	6/1/2012
		Release alternate model approval notices	2	6/15/2012
		Phase 2.0 of recommendations for NTGS including any rubric changes	2	6/15/2012
		Review data from summer to determine whether any additional changes are needed	3	7/15/2012
		State Board approval of any TEAM modifications	3	7/31/2012
		Communicate to districts any changes in the model	3	8/1/2012
		Summer trainings for new evaluator, recertification, administrator, and alternate rubrics complete	3	8/15/2012
		Creation of alternate growth measure (early grades, social studies and science non-tested, PE) pilots	3	12/31/2012
		Communication to districts on the summer training plan	3	3/15/2013
		Complete pilot of alternate growth measures for NTGS	3	3/31/2013
		Select summer trainers	3	4/20/2013
		Determine any modifications to TEAM model based on yearly feedback	3	5/1/2013
		Announce approval of flexibility requests	3	5/15/2013
		Make decisions for which alternate growth measures will be approved for NTGS	3	6/1/2013
		Districts confirm their model for the next school year	3	6/1/2013
		Release alternate model approval notices	3	6/15/2013

		State Board approval of any TEAM modifications	4	7/31/2013
		Communicate to districts any changes in the model	4	8/1/2013
		Summer trainings for new evaluator, recertification, administrator, and alternate rubrics complete	4	8/15/2013
		Train participating districts on pilot administrator evaluation rubric	4	10/31/2013
		Creation of alternate growth measures for NTGS	4	12/31/2013
		Administrator Evaluation pilot Convening	4	2/20/2014
		Communication to districts on the summer training plan	4	3/15/2014
		Complete pilot of alternate growth measures for NTGS	4	3/31/2014
		Finalize scope and sequence for summer admin training	4	4/1/2014
		Select summer trainers	4	4/20/2014
		Make decisions for which alternate growth measures will be approved for NTGS	4	5/1/2014
		Announce approval of flexibility requests	4	5/15/2014
		Determine any modifications to TEAM model based on yearly feedback	4	6/1/2014
		Districts confirm their model for the next school year	4	6/1/2014
		Release alternate model approval notices	4	6/15/2014
		Submit administrator rubric to SBE for approval	4	6/30/2014
		All growth, survey and observation data entered	4	6/30/2014
		Summer trainings for new evaluator, recertification, administrator, and alternate rubrics complete	5	8/15/2014
		Make-up trainings for new evaluator, recertification, administrator, and alternate rubrics complete	5	10/15/2014
		TDOE supports districts through initial implementation year of new administrator evaluation model	5	6/30/2015
		TDOE monitors district distributions & deploys consultants as needed	2, 3, 4	Ongoing
		NIET consultants provide training and technical assistance to districts as needed	2, 3, 4	Ongoing
		State provides evaluation data system to all districts (MLP & CODE)	2, 3, 4, & 5	Ongoing
	TELL Survey	Form TWC Advisory Group - stakeholders, policymakers, practitioners, related FTTT contractors	1	9/27/2010
		Craft newsletters, web materials, press releases, posters for schools, e-blasts, statement of purpose, and powerpoint decks	1	1/31/2011

		Create customized survey instrument	1	1/31/2011
		Post survey in pdf format on web portal for preview by educators	1	1/31/2011
		Develop dissemination plan to maximize teacher response rate	1	2/28/2011
		Conduct survey over 4 week period	1	3/31/2011
		Reach out to schools with low response rates	1	3/31/2011
		Provide school, district, and state survey results via the web	1	4/30/2011
		Conduct initial analysis on survey data	1	5/30/2011
		Data Guides and other tools published on the TELL Tennessee website	2	1/1/2012
		Conduct Case Studies with 10 schools in TN with strong school climate, TVAAS and Achievement scores	2	3/30/2012
		Release final report from year one administration	2	6/30/2012
		Case Study report published from year one administration	2	6/30/2012
		NTC will develop slides and other standardized materials for use by leaders and at conferences.	3	7/1/2012
		NTC will design research questions in any new areas, customize the instrument, and submit a draft to TDOE (as needed)	3	9/30/2012
		Pilot training tools at TDOE summer and fall trainings or events	3	12/31/2012
		NTC will post the final draft of the survey on the web portal for preview by educators	3	12/31/2012
		NTC will conduct the survey over a 4 week period	3	3/31/2013
		Data reports ready and posted online (password protected if desired) for schools and districts with a sufficient response rate	3	4/30/2013
		4-page summary of general trends available to guide release of data reports and inform communications and press	3	5/31/2013
		Make data support tools available via the website	4	9/30/2013
		Deliver final report to TDOE reflecting growth in teaching conditions from the year one to year three survey	4	2/28/2014
		Host webinars and other activities at least every other month (as directed by TDOE)	4	Ongoing
		Provide direct assistance to schools on survey and achievement data	4	Ongoing
	Teach TN	Annual Recruitment Ends	Annually	1/31/2013
		Applications Due	Annually	2/28/2013
		Cohort Selections Notified	Annually	5/15/2013

		Summer Training Institute	Annually	6/30/2013
		Year End Follow-Up	Annually	7/21/2014
		Development of Individualized PD plan	Annually	8/31/2012
		Program Performance Review	Annually	10/1/2012
		Completion of Professional Education Plan	Annually	8/31/2013
		Licensing & Mentor Assignment (once placed)	Annually	Ongoing
		8 Support Training Sessions	Annually	Ongoing
		25 Days of Mentoring	Annually	Ongoing
		Impact Analysis (building from EOY data)	4	8/15/2015
(D)(4)	**Teacher Prep Report Card**	Release Report Card web portal on THEC site	2	2/1/2012
		Open data collection period	2	2/15/2012
		Develop process for individual institution reports	2	3/1/2012
		Revise data collection site (TERC)	2	4/1/2012
		Close data collection period	2	7/15/2012
		2012 Report Card available on web portal	3	11/1/2012
		2012 Report Card is released with enhancements including a summary of findings and data analysis narrative	3	11/1/2012
		SAS provides institutions with individualized reports and helps them analyze data	3	12/1/2012
		Synthesize feedback on report and ways that it can be improved	3	2/15/2013
		Open data collection period	3	2/15/2013
		Close data collection period	4	7/15/2013
		2013 Report Card available on web portal	4	11/1/2013
		2013 Report Card is released with enhancements including trend analysis and data analysis narrative	4	11/1/2013
		SAS provides institutions with individualized reports and helps them analyze data	4	12/1/2013
		Synthesize feedback on report and ways that it can be improved	4	2/15/2014
		Open data collection period	4	2/15/2014
		Close data collection period	4	7/15/2014
		2014 Report Card available on web portal	5	11/1/2014

		2014 Report Card summary of findings and data analysis narrative	5	11/1/2014
		SAS provides institutions with individualized reports and helps them analyze data	5	12/1/2014
	School Leader Study	Develop rubric for TDOE site visits	2	3/1/2012
		Field-test rubric at six programs	2	4/1/2012
		Share final rubric with all programs	2	5/1/2012
		Regional meetings for technical assistance	2	6/1/2012
		Data collection from principal preparation programs complete	3	8/1/2012
		Data cleaning	3	9/30/2012
		Produce report on status of LCLP implementation and new standards	3	11/1/2012
		Data collection from principal preparation programs complete	4	8/1/2013
		New administrator evaluation standards piloted	4	8/30/2013
		Data cleaning	4	9/30/2013
		Realignment of project measures based on available data	4	1/3/2014
		Data agreement established between THEC & TDOE	4	4/15/2014
		Data collected from TDOE on principals, placement, and evaluation	4	4/15/2014
		Link evaluation outcome data to preparation program	4	6/30/2014
		Reports to institutions	4	7/27/2014
		Public aggregate report available	4	7/27/2014
(D)(5)	**Leadership**	Conduct TDOE strategy session on Leadership Framework and design	2	5/23/2012
		Complete concept paper on leadership strategy developed	2	6/15/2012
		Finish revision of strategies and submit an amendment to USED	3	12/6/2012
	Leadership - Human Capital	Teachers to Teachers: Procure contract	3	1/31/2013
		Teachers to Teachers: Training and awareness building for participating districts in Teachers to Teachers	3	2/28/2013
		Teachers to Teachers: Participating districts begin posting jobs on portal	3	3/30/2013
		New Leaders: Revised set of principal selection tools aligned with new TILS	4	10/31/2013
		Teacher Leader Council: Learning Forward Conference	4	12/11/2013
		Teacher Leader Council: Share TL Framework and Assign Districts Model Elements	4	12/31/2013
		Teacher Leader Council: Meeting to review districts' needs and elements analysis	4	1/23/2014

		Teacher Leader Council: Districts identify partner districts	4	4/1/2014
		New Leaders: Training sessions for Directors of Schools	4	4/1/2014
		Teacher Leader Council: Summer PL Planning	4	3/1/2014
		Teacher Leader Council: Districts draft final TL models	4	4/30/2014
		Teacher Leader Council: District share TL models w/ Partner Districts	4	5/20/2014
		Teacher Leader Council: Final TL plans submitted to TDOE	4	5/31/2014
		New Leaders: Implementation Support	4	6/30/2014
		New Leaders: Assistant principal selection tools	4	6/30/2014
		Teacher Leader Council: Professional learning provided to participating districts	4	6/30/2014
		Teachers to Teachers: Quarterly performance review of marketing and usage	3	Ongoing
	Leadership - TNLEAD	Applications Released	3	12/10/2012
		Technical assistance webinar	3	1/11/2013
		Project presentations for invited applicants	3	2/1/2013
		Final applications due	3	3/1/2013
		Awards announced	3	4/1/2013
		Implementation Begins	3	6/1/2013
		TDOE awards no-cost extensions per USED approval	4	6/10/2014
		Summative Session to Reflect on Findings/Progress	4	6/23/2014
		Funded implementation Ends (non-extension districts)	4	6/30/2014
		TNLEAD extension grantees continue implementation to deepen practice and extend scope	5	6/30/2015
		Funded implementation Ends (extension districts)	5	6/30/2015
		Site Visits	3 & 4	Ongoing
		TDOE monitors extension grantees	5	Ongoing
		Quarterly Reports and Check-in Calls with Grantees	3, 4, & 5	Quarterly
	Leadership - Licensure & Evaluation System	Release of new CAEP Standards	4	8/31/2013
		Initiation, Analysis, & Approval of Requirements	4	8/31/2013
		TDOE community sessions with prep programs on new standards	4	5/31/2014
		RFP Review and Approval	4	7/15/2014

		Presentation of new standards to SBE	4	7/31/2014
		RFP Launch	5	8/1/2014
		Vendor Selection	5	10/1/2014
		Licensure Design/Customization	5	12/30/2014
		Evaluation Design & Customization	5	1/31/2015
		Licensure System Testing	5	2/28/2015
		Licensure Transition & Implementation	5	3/31/2015
		Evaluation System Testing	5	3/31/2015
		Evaluation Transition & Implementation	5	6/30/2015
	ORAU	Develop white paper (initial work plan included)	2	3/23/2012
		Develop Academy strategic plan	2	4/15/2012
		Establish selection criteria and implement process	2	4/15/2012
		Outreach to Directors of Schools for candidate selection	2	4/15/2012
		ORAU submit preliminary list of 75 district attendees for first Academy	2	5/1/2012
		ORAU submits evaluation and accountability plan submitted to state	2	5/1/2012
		Finalize evaluation and accountability plan	2	6/15/2012
		Conduct first academy for 75 attendees	2	7/15/2012
		Curriculum and resources posted on STEM or TDOE website	3	8/1/2012
		First academy report due	3	9/1/2012
		Quarterly status report on annual work plan	3	10/1/2012
		2nd Quarterly status report on annual work plan	3	1/1/2013
		3rd Quarterly status report on annual work plan	3	4/1/2013
		Second academy work plan and strategic plan update due	3	5/1/2013
		Conduct second academy for 75 attendees	3	7/15/2013
		Second academy report due	4	9/1/2013
		Third academy work and strategic plan update due	4	5/1/2014
		Conduct third academy for 150 attendees	4	7/15/2014
		Third academy report due	4	7/27/2014
	Rural Literacy	Progress report submitted to TDOE	2	5/31/2012

STC will assess student progress			2	5/31/2012
STC Summit hosted by TDOE in conjunction with Early Childhood Conference			2	6/15/2012
Needs assessment of sites to advise year three implementation			2	7/31/2012
Schools are staffed with a Literacy Coordinator, and a sufficient number of literacy tutors to support the program activities in each site.			3	9/1/2012
Each school administers a norm-referenced standardized literacy assessment to identify participating children			3	9/1/2012
Schools send out parent letter inviting newly identified students to participate in the after school program			3	9/15/2012
Schools establish schedules for working with identified children during the school day			3	10/1/2012
Save the Children supplies each school with at least 125 new AR books			3	11/1/2012
Each school administers a mid-year norm-referenced standardized literacy assessment to measure student progress towards meeting literacy program goals			3	1/31/2013
Save the Children field staff provides spring training for literacy coordinators			3	3/31/2013
Each school administers a year-end norm-referenced standardized literacy assessment to evaluate student achievement against literacy program goals			3	5/15/2013
Year-End Progress report with data from 3 formative assessment administrations submitted to TDOE			3	5/31/2013
Schools are staffed with a Literacy Coordinator, and a sufficient number of literacy tutors to support the program activities in each site.			4	9/1/2013
Each school administers a norm-referenced standardized literacy assessment to identify participating children			4	9/1/2013
Schools send out parent letter inviting newly identified students to participate in the after school program			4	9/15/2013
Schools establish schedules for working with identified children during the school day			4	10/1/2013
Save the Children supplies each school with at least 125 new AR books			4	11/1/2013
Each school administers a mid-year norm-referenced standardized literacy assessment to measure student progress towards meeting literacy program goals			4	1/31/2014
Save the Children field staff provides spring training for literacy coordinators			4	3/31/2014
Each school administers a year-end norm-referenced standardized literacy assessment to evaluate student achievement against literacy program goals			4	5/15/2014

		Year-End Progress report with data from 3 formative assessment administrations submitted to TDOE	4	5/31/2014
		Summer Program: Daily literacy sessions for students through summer break	5	7/27/2014
		TN Summit: All STC-supported schools convene to review data and make programmatic recommendations	5	9/30/2014
		2014-15 Programming Launch	5	6/30/2015
	SITES M	Schedule evaluation plan meeting with SITES M	2	2/3/2012
		Review evaluation plan and provide feedback	2	2/15/2012
		Approve evaluation plan and get data use agreement finalized	2	3/15/2012
		Year 3 Final Work plan due with progress report	2	6/1/2012
		Pre-testing conducted	2	6/18/2012
		Pre-testing conducted	2	6/18/2012
		Get math scores and/or value-add of teachers in math who have participated from TSU and do analysis of impact	2	6/30/2012
		2nd summer institute complete	2	6/30/2012
		Select facilitators for Weekend Workshops	3	9/30/2012
		Weekend Workshop 1 complete	3	10/31/2012
		Weekend Workshop 2 complete	3	11/30/2012
		Identify math consulting group to develop and revise math challenges	3	11/30/2012
		Weekend Workshop 3 complete	3	1/31/2013
		Acquire math facilitators summer institute 2013	3	2/1/2013
		Complete math facilitator contracts	3	2/21/2013
		Complete planning for summer institute 2013 curriculum	3	2/21/2013
		Weekend Workshop 4 complete	3	2/28/2013
		Develop staffing schedules for summer institute 2013	3	5/20/2013
		Development monthly math challenges complete for grades 5-8	3	5/30/2013
		Post-testing conducted	3	6/17/2013
		Post-testing conducted	3	6/17/2013
		School year 12-13 end of year report issued	3	6/30/2013
		Select facilitators for Weekend Workshops	4	9/30/2013

		Weekend Workshop 1 complete	4	10/31/2013
		Weekend Workshop 2 complete	4	11/30/2013
		Compilation of ETS Research Reports in conjunction with TSU issued	4	12/31/2013
		Weekend Workshop 3 complete	4	1/31/2014
		Acquire math facilitators summer institute 2014	4	2/1/2014
		Weekend Workshop 4 complete	4	2/28/2014
		Develop staffing schedules for summer institute 2014	4	5/20/2014
		Final report for 2013-2014 school year	4	6/30/2014
		School year 13-14 end of year report issued	4	6/30/2014
		Compilation of ETS Research Reports in conjunction with TSU issued	5	12/31/2014
		TSU to support research report with data collection, analysis, and communications	5	3/31/2015
		TSU to supply overall evaluation reports and final invoices to TDOE	5	3/31/2015
		Bi-monthly PLCs held at each site	All	Bi-monthly
		Bi-monthly PLCs held at each site	All	Bi-monthly
		Get Quarterly Progress Report from TSU	All	Quarterly
		SITES M Leadership meetings held	All	Quarterly
		SITES M Leadership meetings held	All	Quarterly
	STEM PD	Announce and release RFP for Round 2	3	2/1/2012
		Hold Technical Assistance Conference Call on RFP for Round 2	3	2/17/2012
		Create review system/committee for Round 2	3	2/20/2012
		Deadline to Submit Proposals for Round 2	3	3/12/2012
		Notify successful proposals/grantees Round 2	3	4/2/2012
		Host project directors meeting for Round 2 grantees to discuss project requirements	3	5/15/2012
		Monitor progress and conduct site visits of all Round 1 grantees	3	8/31/2012
		Begin long-term data collection of effectiveness of the 18 Round 1 programs	3	12/31/2012
		Monitor progress and conduct site visits of all Round 2 grantees	4	8/30/2013
		Begin long-term data collection of effectiveness of the 18 Round 2 programs	4	12/31/2013
		Participating institutions provide final report to THEC	4	3/1/2014
		Identify and incorporate most effective PD into STEM Innovation Network	4	5/15/2014

		TNCRED report to THEC	4	7/27/2014
(E)(2)	ASD	Cohort 1 charter authorizers announced	2	11/30/2011
		ASD year two charter authorizer application available online	2	1/31/2012
		Cohort 1 direct-run schools announced	2	2/28/2012
		Cohort 1 charter matches with schools announced	2	2/28/2012
		Cohort 1 principals hired	2	3/1/2012
		ASD year two charter authorizer applications due	2	4/30/2012
		TFA corps members placed	2	5/4/2012
		ASD legislation passes legislature	2	5/10/2012
		2nd round of parent meetings	2	5/11/2012
		Teacher Leaders (Teach Plus) teachers identified and placed	2	5/11/2012
		Portfolio assessment strategy identified	2	5/15/2012
		85% cohort 1 staff hired	2	5/31/2012
		Sign school contracts with operators	2	5/31/2012
		Cohort 2 charters authorized	2	6/1/2012
		School calendars complete	2	6/1/2012
		Operating budget final and submitted	2	6/15/2012
		ASD strategic communication plan complete	2	6/15/2012
		Summer induction planning complete	2	6/29/2012
		Cohort 2 principals hired	2	6/30/2012
		Cohort 1 and 2 Principal induction and professional development	2	6/30/2012
		ASD portal/intranet complete	3	7/1/2012
		Cohort 1 staff induction	3	7/9/2012
		Initial SIS training complete	3	7/15/2012
		Summer registration/enrollment confirmed	3	7/23/2012
		ASD eligibility list re-defined (constant for next three years)	3	8/1/2012
		School Accountability Reports created for Q1 2013. These will serve as baseline reports and will be run quarterly based on formative data	3	8/1/2012
		Cohort 1 schools open	3	8/6/2012

		Cohort 2 school/operator matching (goal: 18 schools total)	3	11/30/2012
		Cohort 2 schools announced	3	1/31/2013
		ASD year three charter application available online	3	1/31/2013
		Year one mid-year portfolio report card released (12-13 school year, Cohort 1)	3	1/31/2013
		RFQ released for Cohort 3 charters	3	2/28/2013
		Cohort 3 principal application deadline	3	3/1/2013
		Cohort 1 schools make decisions about staff retention	3	3/1/2013
		Cohort 1 schools make decisions about staff retention	3	4/1/2013
		Cohort 2 Principals complete teacher hiring	3	4/1/2013
		ASD year three charter authorizer applications due	3	4/30/2013
		Authorize Cohort 3 charters	3	5/1/2013
		Cohort 3 principals hired	3	5/31/2013
		Cohort 1 schools complete hiring process	3	6/1/2013
		Cohort 3 charters authorized	3	6/30/2013
		School and Portfolio end-of-year report cards released (12-13 school year, Cohort 1)	4	7/15/2013
		Charter replication decisions & notifications for SY 2014-15	4	8/1/2013
		Cohort 3 school/operator matching (goal:35 schools total)	4	11/30/2013
		Cohort 3 schools announced	4	1/31/2014
		Year two mid-year portfolio report card released (school year 13-14, Cohorts 1 & 2)	4	1/31/2014
		Submission deadline for evaluator applications in authorization decisions	4	1/31/2014
		RFQ released for Cohort 4 charter operators	4	2/3/2014
		Cohort 1-2 schools make decisions about staff retention	4	3/1/2014
		Cohort 1-3 schools complete hiring process	4	6/1/2014
		School action decisions/notifications made (closures, replications) for SY 15-16	5	8/1/2014
		Cohort 1-3 schools begin school (estimated total 23)	5	8/5/2014
		School and Portfolio end-of-year report cards released (school year 13-14, Cohorts 1 & 2)	5	10/1/2014
		Cohort 4 school/operator matching	5	11/30/2014
		Cohort 4 schools announced (bringing estimated total in ASD to 35 schools)	5	1/31/2015

		Year 3 mid-year portfolio report card released (SY 14-15, Cohorts 1-3)	5	1/31/2015
		RFQ released for Cohort 5 charter operators	5	2/3/2015
		Cohort 1-3 schools make decisions about staff retention	5	3/1/2015
		Cohort 1-4 schools complete hiring process	5	6/1/2015
		Cohort 1 & 2 staff induction	3 and 4	6/1/13-7/30/13
		Cohort 1-3 staff induction	4 and 5	6/1/14-7/30/14
	Charter	Execute contract between TDOE and KIPP Nashville	1	2/1/2011
		Execute contract between TDOE and KIPP Memphis	1	2/18/2011
		Establish regional office in Nashville to carry out functions required to open new schools in Nashville	2	6/1/2011
		Hire an executive director of the regional office and other support staff	2	6/1/2011
		Establish KIPP regional office in Memphis to carry out functions required to open new schools in Memphis	2	6/1/2011
		KIPP Memphis hires an executive director of the regional office and other support staff	2	6/1/2011
		KIPP Memphis high school opens	2	8/1/2011
		CSGF makes $3 million award to KIPP Memphis for expansion	2	10/31/2011
		CSGF makes $3.25 million award to LEAD for expansion	2	10/31/2011
		CSGF makes $3.5 million award to Gestalt for expansion	2	10/31/2011
		KIPP Memphis receives first CSGF installment of $500,000	2	1/1/2012
		LEAD receives first CSGF installment of $500,000	2	4/30/2012
		Gestalt receives first CSGF installment of $500,000	2	5/30/2012
		3 additional CMOs complete CSGF screening process	2	6/30/2012
		Charter application approved and school leader identified for KIPP Memphis middle school opening in 2013-14	2	6/30/2012
		Hire school leader for KIPP Middle opening in 12-13	3	7/1/2012
		7 new schools approved by CSGF to open by 2012-2013 by Gestalt, KIPP and LEAD	3	8/1/2012
		KIPP Memphis middle school opens	3	8/6/2012
		Develop a strategic plan and fiscal plan for KIPP Nashville school openings	3	9/30/2012
		Facility is secured for KIPP Memphis 2013-14 middle school	3	1/1/2013

	3 additional CMOs submit strategic business and financial plans to CSGF	3	3/1/2013
	Academic standards, benchmarks, and pacing guides complete for KIPP Memphis 2013-14 middle school	3	3/1/2013
	Key personnel identified for KIPP Memphis 2013-14 middle school (AP or Dean as determined by school leader)	3	4/1/2013
	Confirm school leader for KIPP HS opening in 14-15	3	4/30/2013
	All teaching staff hired for KIPP Memphis 2013-14 middle school	3	6/15/2013
	KIPP Nashville executes lease for middle school facility	3	6/30/2013
	KIPP Nashville raises $750,000 for high school start up costs	3	6/30/2013
	CSGF board reviews and approves business and financial plans for 3 additional CMOs	3	6/30/2013
	KIPP Nashville middle school opens	4	8/1/2013
	CSGF makes first installment to 3 additional CMOs	4	10/1/2013
	KIPP Nashville raises $1,000,000 for high school start up costs	4	6/30/2014
	Evaluate student achievement data from KIPP Nashville middle to measure results	4	7/1/2014
	KIPP Nashville high school opens	4	8/1/2014
	CSGF approves an additional 7 new schools (14 total) to open by 14-15	4	8/1/2014
	KIPP Memphis opens second middle school	4	8/1/2014
	KIPP Nashville submits bi-annual report to TDOE on progress	All	Biannual
	CSGF submits biannual report to TDOE on application process (number of applications screened, and status of applications)	All	Biannual
	CSGF submits biannual report to TDOE on awardee information (total number of investments, seats created, and milestones agreed upon with awardees)	All	Biannual
	CSGF monitors grantees progress on school openings	All	Monthly
Turnaround - Renewal	Review initial Renewal School SIG applications and provide feedback	1	7/28/2010
	Using 2009-10 High Priority list, identify TN Renewal Schools per USED/SBE guidance	1	8/25/2010
	Renewal Cohort 1 submit Year 1 activities and budget	1	9/1/2010
	Cohort 1 Year 1 awards issued	1	10/1/2010
	Using 2010-11 High Priority list, identify TN Renewal Schools per USED/SBE guidance	2	8/25/2011
	Renewal Cohort 1 submit Year 2 activities and budget	2	9/1/2011

		Renewal Cohort 2 submit Year 1 activities and budget	2	9/1/2011
		Cohort 1 Year 2 & Cohort 2 Year 1 awards issued	2	10/1/2011
		Renewal Cohort 1 submit Year 3 activities and budget	3	9/1/2012
		Renewal Cohort 2 submit Year 2 activities and budget	3	9/1/2012
		Cohort 1 Year 3 & Cohort 2 Year 3 awards issued	3	10/1/2012
		Renewal Cohort 2 submit Year 3 activities and budget	4	9/1/2013
		Cohort 2 Year 3 awards issued	4	10/15/2013
		Ensure grantees have fully obligated funds (or plans to release funds back to TDOE)	4	7/27/2014
		Review Renewal Schools' academic improvements	All	Annually
	Turnaround - Focus	Focus Schools identified	3	8/13/2012
		Year 1 grant applications submitted and reviewed	3	9/16/2012
		Year 1 award letters sent out to LEAs	3	9/30/2012
		Year 1 data review and Commissioner makes grant renewal decisions	4	8/31/2013
		Year 2 grant applications submitted and reviewed	4	9/30/2013
		Year 2 award letters sent out to LEAs	4	9/30/2013
		Statewide best practices workshops for Focus schools	4	12/31/2013
		Ensure grantees have fully obligated funds (or plans to release funds back to TDOE)	4	7/27/2014
		Develop new plan for Renewal and Focus funds based on waiver status	2	6/30/2012
	Turnaround - Reward	Ambassadors applications, interviews and selection	3	11/30/2012
		Ambassador welcome conference & instructional coaching	3	1/28/2013
		Instructional Coaching workshops and CORE briefings	3	6/21/2013
		Ensure CORE Directors have finalized school placements for Ambassadors	4	7/25/2013
		First RSAP cohort gathering on sharing best practices	4	10/25/2013
		Second RSAP cohort gathering on sharing best practices	4	1/31/2014
		Third and final RSAP cohort gathering to consolidate best practices	4	5/2/2014
		Periodic Ambassador trainings at regional CORE offices	4	6/30/2014
		Ambassadors disseminate a joint, statewide best practices document for practitioners	4	7/15/2014
		Analyze achievement data to determine program effectiveness	4	7/25/2014

		Provide final update to USED on program effectiveness analysis	5	9/30/2014
	Turnaround - TPC	Finish action planning phone calls with SIG principals	4	7/30/2013
		First cohort gathering	4	9/20/2013
		Second cohort gathering	4	11/22/2013
		First Site Visit Completed	4	2/28/2014
		Third cohort gathering	4	2/28/2014
		Fourth cohort gathering	4	5/15/2014
		Second Site Visit Completed	4	6/15/2014
		Send out program survey to principals	4	6/15/2014
		Analyze data to determine program effectiveness	4	7/25/2014
	TCASN	Subgrant contracts finalized	2	2/15/2012
		Establish the report structure and timeline for each grant or grant type	2	2/15/2012
		Open the 2012 subgrant competition	2	3/12/2012
		First board meeting	2	4/2/2012
		Site visits to all 2011 Seed and Model grants	2	4/15/2012
		Policy Roundtable--discuss recommendations from Forum for Youth Investment	2	4/18/2012
		Announce 2012 subgrant awards	2	5/15/2012
		Convene meetings with Partnership Council to establish strategy for membership relations and recruitment	2	6/30/2012
		TCASN becomes 501(c)(3)	2	6/30/2012
		Creation of Board of Directors	3	7/1/2012
		Host 7 regional professional development workshops	3	7/31/2012
		Site visits to 2011 catalyst grants	3	9/15/2012
		Open the round three subgrant competition	3	3/31/2013
		Host youth leadership summit	3	6/30/2013
		Round three subgrants start	4	7/1/2013
		Formalize partnership with Lipscomb University for development and dissemination of College Access Project (CAP)	4	9/10/2013
		Host annual TN College Access conference	4	11/1/2013

		Online pilot for 2 of 5 CAP strands	4	12/15/2013
		Curriculum development for all 5 CAP strands	4	5/9/2014
		Award sub-grant no-cost extension per USED approval	4	6/10/2014
		Host youth leadership summit	4	6/30/2014
		Network Evaluation (partner with UT Institute for Evaluation and Assessment)	4	6/30/2014
		Implementation of all CAP strands (non-extension)	4	6/30/2014
		Monitor CAP completion & launch (extension)	5	1/31/2015
		Monitor sub-grants on extension	5	6/30/2015
		Monitoring and close-out of grantees	5	6/30/2015
		Yearly site visits for all funded sub-grants	2	Annually
		Communicate regularly with Network members via listserv and newsletter	2	Ongoing
		Convene board of directors	2	Ongoing
		Continuous membership development	2	Ongoing
		Oversee and evaluate college access program and LEA sub-grants	2	Ongoing
		Revise and improve CAP strands after each pilot	4 & 5	Ongoing
		Publicize CAP to practitioners statewide and national professional development audiences	4 & 5	Ongoing
		Evaluation of CAP for effectiveness in reaching student outcomes	4	Ongoing
(P)(2)	STEM	Commitment letter for Battelle's $1 million	2	2/15/2012
		Present final draft of strategic plan in Feb. Advisory Council meeting	2	2/29/2012
		Make awards for new schools/hubs	2	3/7/2012
		Final draft of Metro contract approved	2	3/16/2012
		Final draft of Knox contract approved	2	3/23/2012
		Final approval on TN CRED evaluation plan	2	3/31/2012
		Execute Knox hub contract	2	4/4/2012
		Executed Nashville Hub contract	2	4/13/2012
		Produce final draft of strategic plan	2	5/1/2012
		Produce final draft of contract for STEM resources website	2	5/1/2012
		Knoxville and Nashville Hubs operational	2	5/1/2012

Secure hub participation in evaluation		2	5/15/2012
Submit Battelle amended contract		2	5/15/2012
Finalize technical assistance plan for West TN		2	5/23/2012
Finalize contracts for Round 2 schools		2	5/30/2012
Finalize contracts for Round 2 hubs		2	5/30/2012
Secure TDOE sign-off on strategic plan		2	6/1/2012
Hire Battelle Support positions for TSIN staff		3	7/1/2012
Conduct follow-up meetings with West TN		3	7/1/2012
Round 2 Hubs operational		3	7/1/2012
Annual evaluation status update		3	7/30/2012
Upper Cumberland Platform School opens		3	8/15/2012
Chattanooga Platform School opens		3	8/15/2012
Sullivan-Kingsport Platform School opens		3	8/15/2012
West TN school and hub contracts executed		3	10/1/2012
Develop sustainability plan		3	12/31/2012
TSIN and Hub Impact Survey 1 (TN CRED)		3	12/31/2012
80% of districts in each hub's region signed on		4	7/1/2013
TSIN and Hub Impact Survey 2 (TN CRED)		4	7/1/2013
West TN Platform school opens		4	8/15/2013
TSIN Fall Convening		4	10/7/2013
West TN Hub is operational		4	12/1/2013
TSIN and Hub Impact Survey 3 (TN CRED)		4	12/31/2013
TSIN Spring Convening		4	3/1/2014
TSIN awards no-cost extensions to subgrantees per USED approval		4	6/10/2014
TSIN Final Report		4	6/30/2014
Non-extension sub-grantees transition to sustainability plans		4	6/30/2014
TSIN Fall Convening / Advisory Council Appreciation		5	10/1/2014
TSIN continues to monitor and support sub-grantee activity for extensions		5	6/30/2015
Extension sub-grantees transition to sustainability plans		5	6/30/2015

		Battelle Quarterly Report	2	Ongoing
		Quarterly Convening	2	Ongoing
		TDOE Check-ins	2	Ongoing
		TSIN Evaluation: Quarterly Status Reports (TN CRED)	3	Ongoing
	STEM - Leadership Council	Selection of STEM Leadership Council Members	4	5/31/2014
		Opening Meeting of STEM Leadership Council	4	6/23/2014
		STEM Leadership Council: Quarterly Meetings	5	Ongoing
		Finalize strategic plan for CTE & STEM	5	7/31/2014
		Revise & Implement strategic plan	5	Ongoing
	STEM - IEN	Conduct strategic outreach	4	2/1/2014
		Conduct information sessions/webinars	4	2/21/2014
		Deadline for RFP submission	4	2/28/2014
		PLAC Selection	4	2/28/2014
		Application deadline	4	2/28/2014
		Review RFP Submissions	4	3/7/2014
		Finalists selected	4	3/7/2014
		Conduct finalist interviews	4	3/23/2014
		Select vendor	4	3/28/2014
		Final decisions sent to interviewees	4	3/31/2014
		Welcome Event	4	4/7/2014
		Announce participants at TETC in spring	4	4/14/2014
		Innovative school site visit	4	5/31/2014
		Final Proposals Due	5	7/16/2014
		Launch Implementation Year	5	8/15/2014
		Final Reports Due	5	6/15/2015
		Summer Design Workshops	4	Early June 2014
		Implementation Support Sessions	4	Ongoing
		Monthly PLAC Sessions	4	Ongoing
		Host School Professional Development	5	Spring 2015